



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Wiscasset Primary School

SAU: RSU 12

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2011-2012 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	33	33	100	76	75	73	9	67	18	6	33	0	
	2010-2011	47	44	94	73	63	70	7	66	18	9	44	0	0
Female	2009-2010	19	19	100	79	71	76	16	63	16	5			
	2010-2011	25	25	100	80	79	74	12	68	16	4			
Male	2009-2010	14	14	100	71	80	69	<1	71	21	7			
	2010-2011	22	19	86	63	48	66	<1	63	21	16			
Caucasian/White	2009-2010	33	33	100	76	76	74	9	67	18	6			
	2010-2011	45	42	93	71	63	71	7	64	19	10			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	1	1	100			60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	24	24	100	79	79	62	4	75	17	4			
	2010-2011	25	22	88	77	62	58	5	73	14	9			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	6	100		38	38							
	2010-2011	6	4	67		34	34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	57	57	100	68	61	67	14	54	19	12	57	0	
	2010-2011	36	36	100	64	67	67	3	61	25	11	36	0	0
Female	2009-2010	22	22	100	73	67	71	18	55	18	9			
	2010-2011	19	19	100	79	70	72	<1	79	16	5			
Male	2009-2010	35	35	100	66	57	63	11	54	20	14			
	2010-2011	17	17	100	47	65	63	6	41	35	18			
Caucasian/White	2009-2010	57	57	100	68	61	68	14	54	19	12			
	2010-2011	35	35	100	63	68	68	3	60	26	11			
African American/Black	2009-2010	0	0				43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	28	28	100	57	52	56	7	50	21	21			
	2010-2011	24	24	100	54	60	56	4	50	33	13			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	14	14	100	36	30	34	<1	36	50	14			
	2010-2011	8	8	100		20	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	1	1	100			43							

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2011-2012 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	33	33	100	67	57	62	6	61	15	18	33	0
	2010-2011	47	45	96	51	47	61	7	44	36	13	45	0
Female	2009-2010	19	19	100	74	59	61	5	68	11	16		
	2010-2011	25	25	100	56	57	59	8	48	32	12		
Male	2009-2010	14	14	100	57	54	63	7	50	21	21		
	2010-2011	22	20	91	45	38	64	5	40	40	15		
Caucasian/White	2009-2010	33	33	100	67	58	63	6	61	15	18		
	2010-2011	45	43	96	51	48	63	7	44	35	14		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	1	1	100			49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	24	24	100	67	59	50	4	63	13	21		
	2010-2011	25	23	92	57	45	49	<1	57	30	13		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	6	100		19	33						
	2010-2011	6	5	83		20	35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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2011-2012 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	57	56	98	52	50	62	7	45	25	23	56	0
	2010-2011	36	36	100	53	53	60	6	47	28	19	36	0
Female	2009-2010	22	22	100	50	49	62	9	41	32	18		
	2010-2011	19	19	100	63	58	60	11	53	26	11		
Male	2009-2010	35	34	97	53	51	63	6	47	21	26		
	2010-2011	17	17	100	41	48	61	<1	41	29	29		
Caucasian/White	2009-2010	57	56	98	52	50	63	7	45	25	23		
	2010-2011	35	35	100	51	52	61	6	46	29	20		
African American/Black	2009-2010	0	0				36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	28	27	96	44	42	50	7	37	22	33		
	2010-2011	24	24	100	46	47	48	8	38	33	21		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	14	14	100	43	38	36	<1	43	14	43		
	2010-2011	8	8	100		12	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	1	1	100			35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Wiscasset Primary School
SAU: RSU 12
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	E: 99 M: 99	E: 99 M: 99	68	E: 66 M: 71	E: 69 M: 70	99	E: 99 M: 99	E: 99 M: 99	52	E: 52 M: 60	E: 61 M: 61	95	94	95
Caucasian/White	97	E: 99 M: 100	E: 99 M: 99	68	E: 67 M: 71	E: 70 M: 71	99	E: 99 M: 100	E: 99 M: 99	52	E: 52 M: 60	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	96	E: 99 M: 99	E: 99 M: 99	63	E: 60 M: 62	E: 58 M: 58	98	E: 99 M: 99	E: 99 M: 99	44	E: 45 M: 47	E: 48 M: 47			
Students with Disabilities	*	E: 98 M: 98	E: 98 M: 98	28	E: 27 M: 31	E: 33 M: 30	*	E: 98 M: 98	E: 98 M: 98	23	E: 19 M: 20	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Wiscasset Primary School
SAU: RSU 12



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	10	1	6	2	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	4

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.